

## NUMERACY

**SCHOOL NAME:** FW Howay

### RATIONALE

We want every student to feel confident in math and enjoy solving problems. Over time, our assessment data and teacher feedback have shown that students need more support in developing strong foundational numeracy skills.

We'll integrate MindUp strategies—such as mindful breathing, focus tools, and self-regulation—with the Jump Math Teacher's Guide to make math lessons more thoughtful, structured, and supportive. Our district math facilitator will work alongside teachers each week through demonstrations, co-teaching, and planning support.

In recent years, our school's growth plan focused on outdoor learning, helping students connect deeply to place and community. While outdoor learning will continue to be an important part of our teaching practice, this year we are shifting our focus to **numeracy**—nurturing confidence, curiosity, and a growth mindset in math.

### GOAL

Our goal is to strengthen students' confidence, understanding, and enjoyment of numeracy through mindful, hands-on, and connected learning experiences.

Grounded in the First Peoples Principles of Learning, our numeracy work will be holistic, reflective, and relational—encouraging students to see the connections between their learning, their community, and the world around them.

Our goal aligns with the District Strategic Focus Area: Student Success & Wellness and supports the District Objectives of:

- Enhancing instructional practices that improve student achievement
- Fostering a sense of belonging and confidence in all learners
- Supporting equitable access to high-quality, meaningful numeracy learning experiences

By weaving together mindfulness, structured instruction, and authentic problem-solving opportunities, we aim to nurture confident, curious mathematical thinkers.

# District School Growth Plan 2025–2026

OBJECTIVES	STRATEGIES
<ul style="list-style-type: none"> <li>- Build a positive math mindset in students and staff.</li> <li>- Strengthen foundational numeracy skills across all grades.</li> <li>- Build teacher capacity and consistency in numeracy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Use daily self-regulation practices (mindful breathing, focus tools, and self-monitoring) to help students stay calm, focused, and ready for learning.</li> <li>- Create classroom routines that encourage perseverance and reflection.</li> <li>- Model and celebrate growth (student thinking, not just correct answers).</li> <li>- Math mindset reflection surveys to be completed by staff and students.</li> <li>- Use the Jump Math Teacher’s Guide for scaffolded, concept-based instruction.               <ul style="list-style-type: none"> <li>- Gather common assessment data at key points in the year.</li> <li>- Use hands-on, experiential learning to make math meaningful and connected to real life.</li> </ul> </li> <li>- Work with the district math facilitator for weekly classroom demonstrations and team teaching.               <ul style="list-style-type: none"> <li>- Dedicate professional development days and collaboration afternoons to math-focused learning and reflection.</li> <li>- Share instructional practices and success stories across grades.</li> </ul> </li> </ul>
WHAT DOES SUCCESS LOOK LIKE?	
<ul style="list-style-type: none"> <li>- Students show more confidence and engagement during math activities.</li> <li>- Teachers observe improved foundational skills and greater student participation.</li> <li>- Assessment data shows growth across grade levels in numeracy outcomes.</li> <li>- Classrooms reflect a calm, focused, and positive approach to learning math.</li> <li>- Students make meaningful connections between math, their daily lives, and the world around them.</li> </ul>	
COMMUNICATION/REFLECTION	
<ul style="list-style-type: none"> <li>- Regular staff meetings and collaboration sessions will include check-ins on progress.</li> <li>- Student work samples, classroom observations, and assessment data will guide adjustments.</li> <li>- Progress will be shared with families through newsletters, assemblies, and student-led conferences.</li> <li>- At year’s end, staff will reflect on successes and identify next steps for continued numeracy growth.</li> </ul>	